RESEARCH

A REPORT OF THE
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MANITOBA DEPARTMENT OF EDUCATION

Manitoba
Education
Planning and
Research

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Teacher Attitudes Towards Educational Issues
84-07

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TEACHER ATTITUDES TOWARDS EDUCATIONAL ISSUES

SUMMARY

Approximately 1500 Manitoba teachers were asked a series of questions concerning current educational issues. Highlights of their responses follow.

I. Quality of Education

Teacher opinions of the quality of education were generally positive. However, there was a perception that the high schools were not preparing students for the world of work.

II. Funding of Education

Overall, teachers saw education as having a very strong claim on provincial money. A majority of teachers felt educational funding for disadvantaged groups should be increased.

III. Teaching Assignment

Many teachers had changed their specific teaching assignment in the last five years. However, very few felt that changes had or would be forced upon them. Job satisfaction among respondents was high.

IV. Training and Professional Development

Most teachers are in accord with present standards for teacher certification. Moreover, respondents generally felt that current professional development opportunities were meeting their needs, at least to some extent.

V. Special Programs

Teachers generally favored heritage language instruction. In terms of Special Needs services, teachers felt the needs of handicapped students are being met, but that this is less true of the needs of gifted students.

VI. Teacher and Public Involvement

A majority of teachers felt that they should be more involved in deciding how schools are run. A majority indicated that, at present, the public had an appropriate level of involvement.

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L'ATTITUDE DES ENSEIGNANTS ENVERS LES PROBLÈMES ÉDUCATIFS

RÉSUMÉ

On a posé une série de questions à plus de 1 500 éducateurs concernant les problèmes éducatifs actuels. Voici les traits saillants de leurs réponses :

I. Qualité de l'enseignement

En général, l'opinion des enseignants sur la qualité de l'enseignement était positive. Cependant, ils avaient l'impression que les écoles secondaires ne préparaient pas leurs élèves pour le marché du travail.

II. Financement de l'éducation

Dans l'ensemble, les enseignants estimaient que l'éducation devait occuper une grosse partie du budget provincial. Cependant, la plupart d'entre eux trouvaient qu'il fallait accroître les fonds destinés à l'enseignement des groupes désavantagés.

III. Affectation des professeurs

De nombreux enseignants ont changé de sujets d'enseignement au cours des cinq dernières années. Cependant, très peu d'entre eux estimaient qu'on les avait forcés à accepter des mutations ou qu'on les y forcerait à l'avenir.

IV. Formation et perfectionnement professionnels

La plupart des enseignants estiment que les normes de certification actuelles sont satisfaisantes. La plupart des interessés trouvèrent en outre que les possibilités actuelles de perfectionnement profesionnel leur convenaient, tout au moins dans une certaine mesure.

V. Programmes spéciaux

Les enseignants se montraient généralement favorables à l'enseignement des langues ancestrales. En ce qui concerne les services spéciaux pour élèves handicapés, les enseignants estimaient qu'ils étaient appropriés sauf à l'égard des élèves doués.

VI. Participation des enseignants au système public

La majorité des enseignants estimaient qu'ils devraient participer dans une plus grande mesure aux décisions relatives au fonctionnement des écoles. Selon une majorité d'entre eux, le niveau actuel de participation du public était satisfaisant.

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INTRODUCTION

Purpose of the Study

Teachers and school administrators have primary responsibility for the delivery of education in public schools. If decision-makers are to respond to the challenge of educational issues, it is important for them to know teachers' and administrators' attitudes towards these issues.

Therefore, in the fall of 1983, the Department of Education undertook a survey of teacher and administrator attitudes towards current educational policy issues. It is planned that such a survey will take place on an annual or bi-annual basis.

Scope and Format of the Report

This report highlights selected results which are of direct importance to the educational system. The body of the report discusses results on an issue basis, and also presents the survey method and an overview of population characteristics; the Appendix provides the actual frequency of response for each question. The discussion of results will focus on the following areas:

- Quality of education
- Funding of education
- Teacher job assignment
- Professional development and training
- Special programs
- Teacher and public involvement in education.

Responses were analyzed on the basis of region (ie. urban, rural, north), school size (ie. small vs. large), grade level taught, gender, and age of respondents. Where important differences among sub-groups exist, these are presented in the discussion.

It should also be noted that teachers were sometimes grouped as administrators (ie. principals and vice-principals), specialists, and regular classroom teachers. When the general term "teacher" is used, it refers to the total sample.

References are also made to a survey of public attitudes conducted in early 1984. This study explored attitudes of the Manitoba public towards a number of current education issues. Where possible, public responses are compared with the results of the teacher survey.

Responses to Readers

Your comments on any aspect of the study or this report are welcome. Please address your comments to:

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I. QUALITY OF EDUCATION

Summary: Teacher opinions of the quality of education were generally positive. However, there was a perception that the high schools were not preparing students for the world of work.

Quality is a difficult concept to measure. For this survey, three sets of questions were used to deal with issues of quality. Although responses by no means provide a definitive view of teachers' attitudes towards the issue of quality, they do allow for some general conclusions.

1. Teachers were asked to grade their school (A to F), and also to predict how the public would grade schools.

2. Teachers were asked about the quality of the high school program, in terms of providing a general education, preparation for post-secondary, and preparation for work.

3. Teachers were asked whether they felt schools sufficiently challenge students.

The first and second questions were also asked in the study of public attitudes conducted in early 1984. Comparisons are noted below.

1. Grading the Schools

The actual question and responses were:

"Students are often given the grades A,B,C,D, and Fail to denote the quality of their work. Suppose the schools were graded in the same way. What grade would you give to your school?"

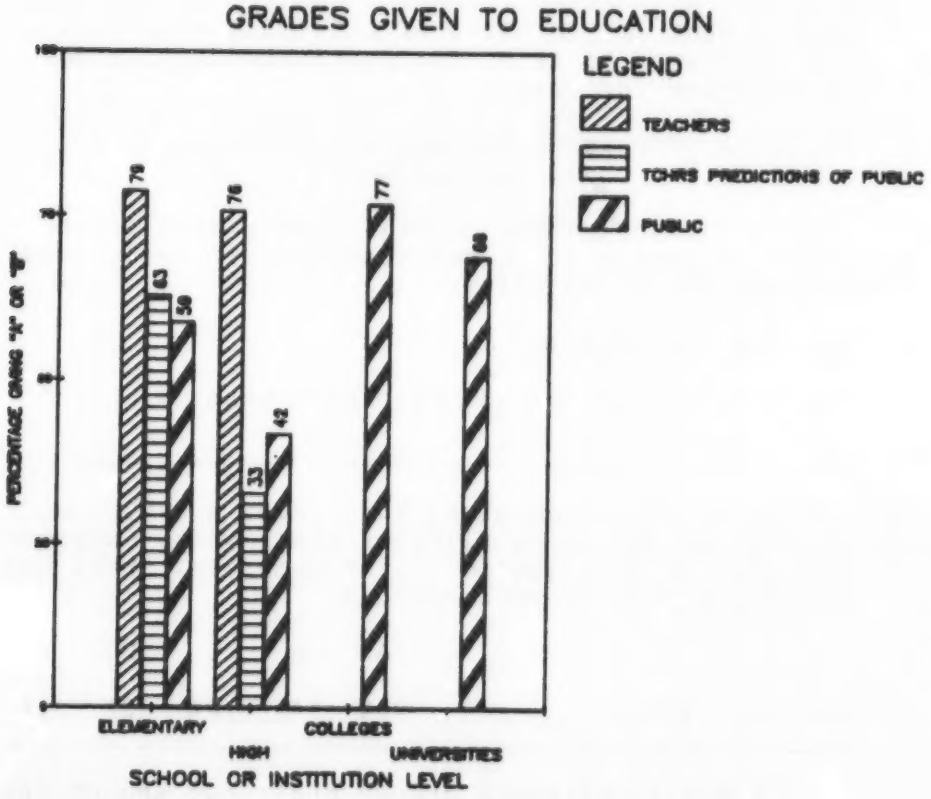
	A	B	C	D	F
For your school	25%	54%	18%	2%	1%

Overall, teachers graded their own school very positively with about 80% giving their own school an A or B. Administrators gave their schools higher grades (89% gave A or B), while Northern teachers gave their schools slightly lower grades (65% gave A or B).

When asked to predict the grades that the general public would give, responses were lower. Teachers felt elementary schools would receive the highest grades with the most common grade predicted as a "B" (52%). "C" was the most frequently predicted grade for both the junior (43%) and senior (40%) high schools. Rural teachers were consistently the most positive in their predictions, while Northern teachers were the least positive.

These predictions were in fact quite accurate, as the public most frequently gave elementary schools a "B" (48%) and high schools a "C" (41%). Figure 1 presents a graphic display of teacher predictions and actual public responses.

FIGURE 1



The accuracy of these predictions indicates that teachers are aware of public perception of the schools. The fact that their own ratings are considerably higher, implies that they do not agree with public perceptions. It should be remembered, however, that teachers were asked to grade their <u>own school</u>. If teachers had been asked to grade schools in general, their grades might have more closely resembled the publics'.

2. The Role of the High Schools

Concern about the role and quality of Manitoba's high schools prompted the following questions. Teacher responses are also provided below.

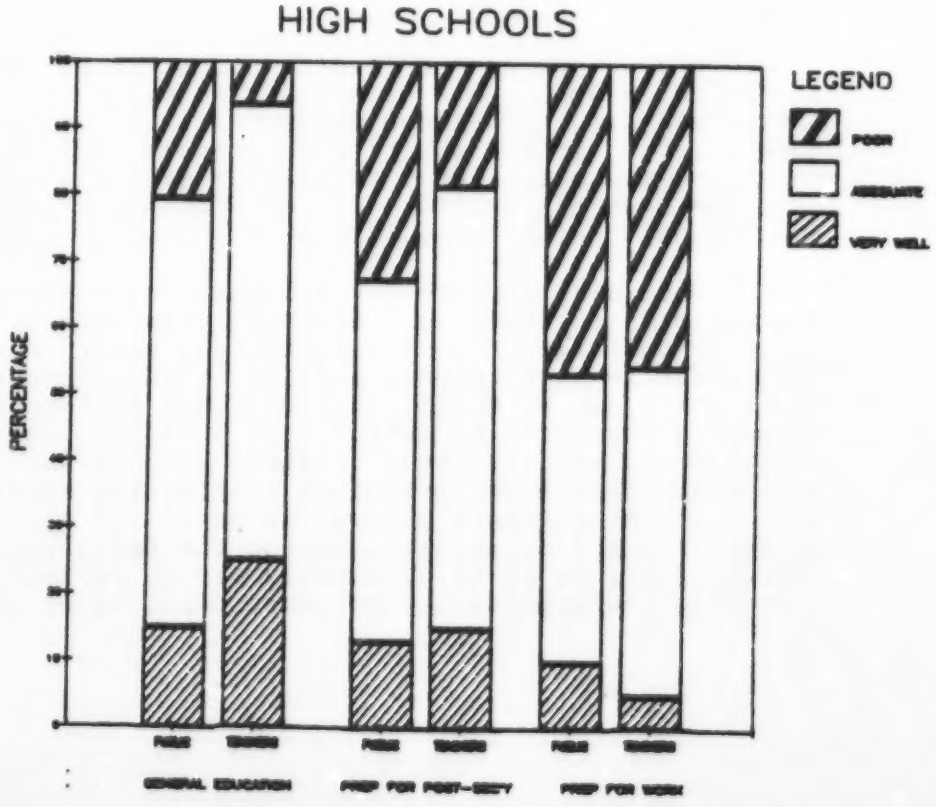
In your opinion, how well are the high schools (Grades 10-12):

	Very Well	Adequately	Poorly
- providing general education to students?	25%	68%	7%
- preparing students for post-secondary education?	15%	66%	19%
- preparing students for work?	5%	49%	46%

Preparing students for work was the area where teachers exhibited the most pessimism. Teachers were almost as likely to indicate high schools were doing poorly, as to indicate they were doing adequately.

The public was less positive about the high schools. However, the same trend to view preparation for work as the least successful area was evident. Figure 2 presents the comparisons.

FIGURE 2



There is substantial agreement between teachers and the public, especially concerning preparation for work. However, the issue of what teachers and the public view as appropriate roles for the high schools was not addressed. Other research indicates that educators tend not to rank preparation for work as an important role for secondary schools, whereas the public may view this differently.

3. Are Students Challenged?

The issue of whether students are challenged enough in public schools is one which, from time to time, prompts much debate. Teachers were asked their opinion concerning challenge at the various school levels. The actual question and responses are provided below.

Do you feel that students are challenged enough in the public school system?

	Yes	No
- in elementary schools? (K-6)	71%	29%
- in junior high schools? (7-9)	49%	51%
- in senior high schools? (10-12)	50%	50%

Overall, teachers felt students are most likely to be challenged at the elementary school level. About half did not believe students to be challenged enough in junior and senior high schools. Elementary teachers were most likely to believe students are challenged at all levels, (77% at elementary level, 58% at junior high level, 56% at high school level).

School size appears to influence responses when the senior high level is discussed. Teachers in large schools were more likely to feel students are challenged in high school, whereas at the elementary level there was virtually no difference in teachers' responses according to school size. This may have implications for the issue of small schools in Manitoba. Responses imply that keeping the small school at the elementary level is perceived as appropriate and desirable, whereas the facilities and course offerings of large schools may be perceived as providing the opportunity for more challenging education.

II. FUNDING OF EDUCATION

Summary: Overall, teachers saw education as having a very strong claim on provincial money. A majority of teachers felt educational funding for disadvantaged groups should be increased.

1. Distribution of Provincial Funds

Teachers were asked to rank according to their priorities, various areas which claim provincial monies. The actual question and overall rankings were as follows:

"Please place a '1' opposite the activity which you feel should have the strongest claim on provincial money. Place a '2' opposite the activity which should have the second strongest claim."

	Most Often Ranked 1st	Most Often Ranked 2nd
Public education	1	1
Health and medical care	2	2
Job training and creation	3	3
Development and use of energy sources	4	4
Welfare and public housing	5	5

Teachers felt public education should have the strongest claim on provincial money, when compared to the other areas listed. Overall, teachers ranked education first and health and medical care second.

However, almost as many urban teachers ranked health and medical care first (210) as ranked education foremost (219). Indications are that teachers tend to support spending for social, rather than economic purposes.

2. Funding for Disadvantaged Groups

Teachers were asked the following question concerning distribution of expenditures:

"Are you in favor of increasing the share of education expenditures directed to disadvantaged groups (ie. native, inner city)?"

	Yes	No
All respondents	57%	43%

In terms of directing increased funding towards disadvantaged groups (ie. native, inner city), a majority of teachers felt this should occur.

A smaller percentage of rural teachers (49%) were in favor of increasing funding to disadvantaged groups, while approximately 70% of specialist teachers favored such an increase. This indicates that teachers who are more likely to have direct contact with groups (such as those cited in the question), are more likely to favor a redistribution of funds towards these children.

By no means an overwhelming majority of teachers favor such redistribution. This implies some satisfaction with the present utilization of funding in terms of distribution to various client groups within the system.

III. TEACHING ASSIGNMENT

Summary: Many teachers had changed their specific teaching assignment in the last five years. However, very few felt that changes had or would be forced upon them. Job satisfaction among respondents was high.

Teachers were asked a number of questions regarding their teaching assignment. Basically, these questions can be grouped as questions related to mobility and job satisfaction.

1. Teacher Mobility

Teachers were asked questions concerning past and anticipated future changes in their teaching assignment. Concerning length of time in their current position, the question and responses were as follows:

"How long have you had your present assignment:"

1-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years
49%	26%	14%	8%	3%

Approximately half of all teachers had held their present teaching assignment for five years or less, with about three-quarters of teachers holding their present assignment 10 years or less.

Northern (64% in assignment 1-5 years), female (54%, 1-5 years), and specialist teachers (61%, 1-5 years) tended to be most mobile, while senior high school teachers (24%, 1-5 years) and administrators (34%, 1-5 years) were the least mobile groups.

Concerning recent changes in assignment, teachers who had changed assignment within the last three years were asked to indicate who initiated the change and what they felt was the status of this change.

The specific questions and responses were:

"Who initiated the change?"

	Rank	Number of Times Cited
Yourself	1	275
The administration	2	211
Declining enrolment	3	15
Both administration and selves	4	11
School closure	5	7

"Do you view this change as a:"

Promotion	Lateral Transfer	Demotion
23%	75%	2%

Concerning assignment changes within the last three years, the largest group stated that they themselves had initiated the change, although another large group indicated the change was administratively initiated.

Approximately three-quarters viewed the change as a lateral transfer, rather than a promotion or demotion. This may be because, that unless teachers move in or out of administrative positions, other grade or assignment changes are viewed simply as "changes", not as promotions or demotions.

Teachers were also questioned about the future. Specifically, they were asked:

"What do you expect to be doing in three years?"

Teaching, same assignment	46%
Teaching, different assignment, by choice	36%
Teaching, different assignment, no choice	6%
Out of teaching, by choice	11%
Out of teaching, no choice	1%

"Quite apart from whether you are interested in promotion or not, do you think it is likely that you will have a chance to be promoted within the next five years?"

Yes, it is possible	No, it is not possible
38%	62%

Slightly less than half the respondents anticipated having the same teaching assignment three years hence. Senior high school teachers (59%) were most likely to anticipate remaining in their present position.

Less than 10% of teachers predicted that they would be forced either to change their teaching assignment or depart from teaching. If the trend of the last three years holds true with about half having changed their assignment, predictions that 54% will change assignment in the next three years does not seem unreasonable.

About 60% of teachers do not think promotion is likely within the next five years. Therefore, if changes or promotions are not anticipated for everyone, satisfaction with their present or a similar assignment is important to both present and future teacher morale.

2. Job Satisfaction

Teachers were asked a number of questions related to the issue of job satisfaction. If enrolments and the economy both continue in their present state, there is every indication that large numbers of teachers will neither enter nor leave the teaching force. Therefore, job satisfaction of today's teachers will be closely related to job satisfaction of tomorrow's teachers.

First, teachers were asked a general question regarding job satisfaction. Responses were as follows:

"Overall, how satisfied are you with your present assignment? (eg. teaching Grade 5, teaching high school science, Vice-Principal of a school)"

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
57%	33%	9%	1%

Generally, these results indicate a high degree of job satisfaction. Ninety percent of teachers expressed some degree of satisfaction with their present teaching assignment. Despite the fact that general satisfaction levels tend to be high for questions of this type, it should be noted that almost 60% of respondents placed themselves in the very satisfied category.

Another question asked concerning satisfaction with teaching was:

"Knowing what you know today, would you choose teaching as a career if you were starting again?"

Yes	No
80%	20%

Most teachers would choose a teaching career if they were starting again. Females (83%) were slightly more likely than males (76%) to indicate they would choose teaching again; otherwise, there were no appreciable differences among any sub-groups. Satisfaction levels appear consistent among teachers across the province.

Teachers were also questioned about the importance of various characteristics of their job. The specific question and teacher responses were:

"How important are each of the following to you?"

	Very Important	Somewhat Important	Not Important
- relative security of position/income	69%	28%	2%
- opportunity to work with young people	78%	21%	1%
- flexibility in arranging activities within my schedule	65%	31%	4%
- opportunity to engage in intellectual activities	64%	34%	2%

The opportunity to work with young people was the aspect of teaching most often cited as being very important to teachers. The other aspects were described as very important by about two-thirds of respondents. This indicates that teachers are interested in teaching for a number of reasons. With no single factor predominating, there may be other factors of importance as well; teachers were not given the opportunity to add other reasons to the list.

The feeling of "having an impact" is something else which has been used as an indicator of job satisfaction. In this case, teachers were asked to:

"Please select the following statement that best describes the impact you have on your students."

My teaching has a great deal of impact on my students	51%
My teaching has some impact on my students	49%
My teaching has little or no impact on my students	0%

Obviously, respondents do feel that their efforts in the classroom make a difference. They were evenly split between feeling that their teaching had <u>great</u> impact and <u>some</u> impact on their students. No teachers felt that their teaching had little or no impact. This perception may well be reflected in the high levels of job satisfaction indicated by teachers. The data indicate that in Manitoba, there is certainly no need to be concerned about morale in the teaching force.

IV. <u>TRAINING AND PROFESSIONAL DEVELOPMENT</u>

<u>Summary</u>: Most teachers are in accord with present standards for teacher certification. Moreover, respondents generally felt that current professional development opportunities were meeting their needs, at least to some extent.

There is, and has been, much discussion regarding how much education a teacher should have prior to teaching. Recently, certification requirements were changed to make four years of post-secondary education mandatory for teachers. In order to solicit teachers opinions on this subject, they were asked:

"How many years of post-secondary education should a person have prior to teaching?"

<u>1-2 years</u>	<u>3 years</u>	<u>4 years</u>	<u>5 or more years</u>
7%	11%	64%	18%

Teachers are obviously in accord with present requirements. Approximately two-thirds of all respondents indicated that a person should have four years of post-secondary education prior to teaching. Four years was the category most often cited by teachers regardless of their own classification.

Professional development after preservice training is another often discussed issue. Questions from "Are teachers satisfied with current opportunities?" to, who "should have responsibility for professional development?", surface continuously. In order to find out teachers' attitudes towards these issues, they were asked two general questions.

Actual questions and responses were:

"To what extent do professional development opportunities, as currently provided, meet your needs as a teacher?"

To a large extent	To some extent	Not at all
21%	69%	10%

"Please place a '1' opposite the organization that you feel should have the most input into decisions concerning professional development. Place a '2' opposite the organization that you feel should have the second most input."

	Most Often Ranked 1st	Most Often Ranked 2nd
Individual teacher	1	3
School staff	2	1
Department of Education	3	5
School division/Superintendent	4	2
MTS local association	5	4
MTS central office	6	6

About 70% of teachers felt that current professional development opportunities partially meet their needs. Teachers in classes 6 (30%) and 7 (39%) were most likely to indicate current opportunities meet their needs to a large extent. This indicates that there is room for improvement in the area of professional development for teachers.

Also, teachers with more years of experience were more likely to be positive in this regard. Therefore, professional development would be most useful if it were specifically directed to meet the needs of newer and less qualified teachers.

Individual teachers and school staffs were definitely viewed as the groups which should have the most input concerning professional development. Teachers favor decisions being made by the teachers themselves, or at least at the level where teachers have direct impact.

However, it appears that the Department is viewed by teachers as the "external" organization which should have the most impact on their professional development. This implies that although teachers must take the lead in deciding what is best for themselves, many continue to look to the Department as an important actor in the area of teachers' professional development.

V. SPECIAL PROGRAMS

Summary: Teachers generally favored heritage language instruction. In terms of Special Needs services, teachers felt the needs of handicapped students are being met, but that this is less true of the needs of gifted students.

Concerning special programs in the schools, teachers were questioned about two major areas:

1. Heritage language instruction (ie. teaching of languages other than French or English).

2. Special Needs services (ie. services to both handicapped and gifted students).

Responses to similar questions from the public attitude study are also discussed.

1. Heritage Language Instruction

Concerning this issue, teachers were asked:

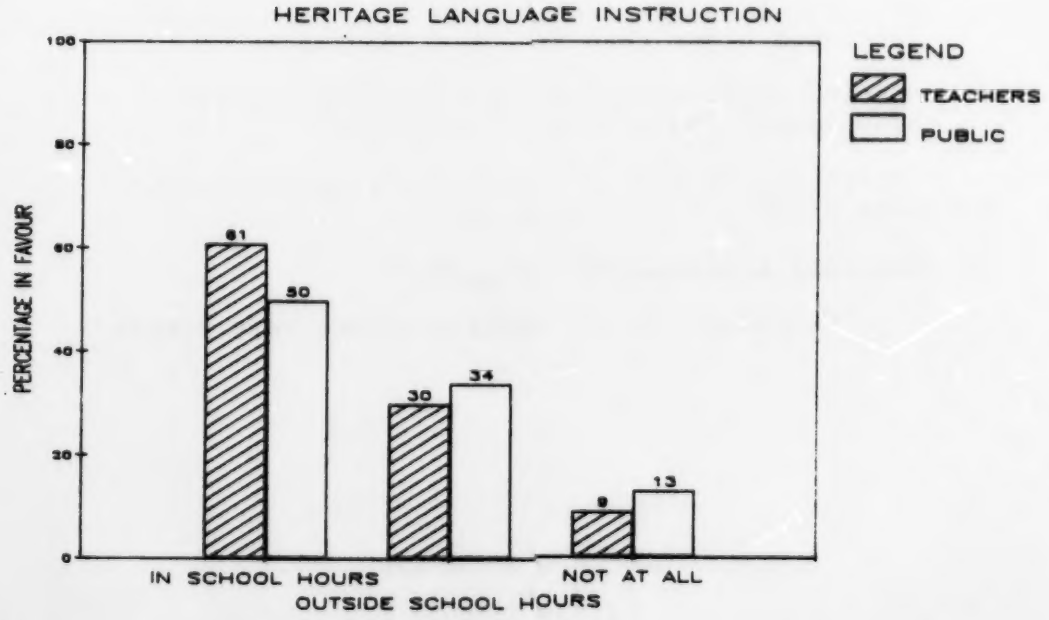
"Currently, some elementary schools offer instruction in languages other than English and French. Do you support the availability of instruction in these languages in elementary schools?"

Yes, during school hours	Yes, but only outside school hours	No, not at all
61%	30%	9%

Teachers were generally favourable to offering heritage language instruction in elementary schools. The majority felt it should be offered during school hours. Rural teachers (67%) and junior high (65%) teachers were more predisposed to offering heritage languages during school hours.

The public, although generally in favour of heritage language instruction, were somewhat less predisposed to it than were teachers. Figure 3 offers a comparison of the two groups.

FIGURE 3



2. Special Needs Services

Currently, the Department of Education provides approximately $35 million annually for the provision of educational programs for students with special needs. This study attempted to assess teachers' opinions concerning how well services are actually meeting the needs of these students.

Specifically, the questions and responses were:

"In your view, how well is your school meeting the needs of special education students?"

	Very Well	Adequately	Poorly
Students who are disabled or handicapped in some way	33%	48%	19%
Gifted students	11%	44%	45%

In terms of Special Needs services, about 80% felt their school met the needs of handicapped students adequately or very well. In contrast, teachers felt their school was meeting the needs of gifted students less well.

Teachers in small schools felt less positive about meeting the needs of both gifted (53% indicated needs were poorly met) and disadvantaged students (24% indicated needs were poorly met). Administrators, however, tended to be more positive than the total respondent group about meeting handicapped students' needs, but slightly less positive concerning the needs of gifted students.

VI. TEACHER AND PUBLIC INVOLVEMENT

Summary: A majority of teachers felt that they should be more involved in deciding how schools are run. A majority indicated that, at present, the public had an appropriate level of involvement.

Teachers were asked questions concerning both the appropriate level of educational involvement for both themselves and the public. The following shows the differences in teachers' responses between desirable public and teacher involvement.

"How involved should you/your colleagues and the public be in deciding how schools are run?"

	More Involved	About the Same	Less Involved
You/your colleagues	54%	45%	1%
The public	29%	62%	9%

Teachers generally felt that the level of public involvement was appropriate, but that teachers should be more involved. Teachers with more than ten years of experience were less likely to feel teachers should be more involved in how schools are run, (50% stated "more involved"). Senior high teachers appeared more likely to favor increased public involvement (34%).

In the public attitude survey, the issue of public involvement in educational decision-making evoked a different response. There was strong public support for a larger public role in the schools, with 80% favoring such an increase. There appears to be an inconsistency between the public desire for a stronger role and the view of educators that the present public role is appropriate. The views of both superintendents and school trustees regarding this matter are not known.

VII. METHOD

1. Sample Selection

For the purpose of this study, 1,500 teachers were randomly selected for inclusion in the sample from the 1983-84 Manitoba Teacher File. Only those teachers employed in public schools were selected. The sample included teachers categorized as administrators, specialists, as well as regular classroom teachers.

2. Questionnaire Development

The questionnaire used in this study was designed by the staff of the Planning and Research Branch. Input was solicited from other Department of Education staff. Questions were selected to reflect current issues of importance to the Department of Education and the education system in general. A review of the instrument was conducted by the Manitoba Bureau of Statistics.

3. Field Methods

The questionnaire and covering letter were mailed to the home address of teachers in the sample during the first week of December, 1983. It was felt that a mailout to teachers would be less expensive than a telephone survey, would elicit a more thoughtful response, and could be controlled directly within the Branch.

A follow-up letter and second copy of the questionnaire were sent to non-respondents two weeks after the first mailing. A postcard reminder was sent to members of the sample not responding three days following the second mailing.

4. Response Rate

The three mailings employed resulted in 1,078 completed questionnaires being returned for a response rate of 72%, prior to the cut-off date of January 3, 1984. An additional 26 questionnaires were received too late for inclusion in the analysis.

This response rate is considered to be very good for a study of this type. Table B (Page 21) shows that the characteristics of the sample and respondent groups were very similar to those of the total teaching population. This yields a high degree of confidence in the generalizability of the results.

TABLE A

SAMPLE SIZE AND RESPONSE RATES

Population	Projected Sample Size (N)	Response Rate (N)	(%)
Administrators	119	94	79%
Specialists	188	129	69%
Classroom Teachers	1193	855	72%
TOTAL =	1500	1078	72%

5. Limitations

It should be remembered that this is an attitudinal survey and, as such, concerns teacher perceptions and opinions. As in all surveys of this nature, re-wording of questions might cause slight percentage changes. Therefore, the data should be viewed as reflecting general trends in teacher attitudes at one particular point in time.

TABLE B

DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	Population Overall % (N=approx. 12,500)	Sample % (N=1500)	Respondent Group % (N=1078)
Region			
- Urban	54	54	51
- Rural	37	37	39
- North	8	9	9
Grades Taught (class teachers only)			
- K-6	59	59	59
- 7-9	21	22	23
- 10-12	20	19	19
School Size			
- Small	18	17	18
- Large	82	83	82
Sex			
- Male	45	46	46
- Female	55	54	54
Experience			
- 0-5	22	22	19
- 6-10	25	26	26
- 11+ years	53	52	55
Category			
- Administrator	8	8	9
- Specialist	12	13	12
- Classroom teacher	80	80	79
Grant Classification			
- Class 1	3	3	2
2	5	4	4
3	5	5	5
4	38	39	38
5	35	35	37
6	10	10	10
7	3	3	4

APPENDIX

FREQUENCIES OF RESPONSE

1. Students are often given the grades A,B,C,D, and Fail to denote the quality of their work. Suppose the schools were graded in the same way. What grade would you give to your school?

For your school	%
A	24
B	53
C	18
D	2
Fail	1
Don't know	2
Total N =	1070

2. What grades do you think the public would give to the schools in Manitoba?

	% A	% B	% C	% D	% Fail	% Don't Know	Total N =
a) for elementary schools? (K-6)	11	52	22	1	-	14	1064
b) for junior high schools? (7-9)	2	22	43	15	2	16	1053
c) for senior high schools? (10-12)	3	30	40	10	1	17	1054

3. Please place a "1" opposite the activity which you feel should have the strongest claim on provincial money. Place a "2" opposite the activity which should have the second strongest claim.

	Number of Times Cited	
	Strongest Claim	Second Strongest
Health and medical care	390	303
Job training and creation	169	237
Development and use of energy sources	40	71
Public education	450	415
Welfare and public housing	8	16

4. In your opinion, how well are the high schools (Grades 10-12):

	% Very Well	% Adequately	% Poorly	Total N =
a) providing general education to students?	25	68	7	1053
b) preparing students for post-secondary education?	15	66	19	1049
c) preparing students for work?	5	49	46	1043

5. How involved should the public be in deciding how the schools are run?

	%
More involved than now	29
About the same as now	62
Less involved than now	9
Total N =	1074

6. Currently, some elementary schools offer instruction in languages other than English and French. Do you support the availability of instruction in these languages in elementary schools?

	%
Yes, during school hours	61
Yes, but only outside of regular school hours	30
No, not at all	9
Total N =	1069

7. In your view, how well is your school meeting the needs of special education students?

	% Very Well	% Adequately	% Poorly	Total N =
Students who are disabled or handicapped in some way	33	48	19	1060
Gifted students	11	44	45	1034

8. Are you in favor of increasing the share of education expenditures directed to disadvantaged groups (ie. native, inner city)?

Yes	57
No	43
Total N =	1028

9. Do you feel that students are challenged enough in the public school system?

	% Yes	% No	Total N =
a) in elementary schools? (K-6)	71	29	1027
b) in junior high schools? (7-9)	49	51	991
c) in senior high schools? (10-12)	50	50	982

10. How long have you had your present assignment? (eg. teaching Grade 5, teaching high school science, Vice-Principal of a school)

	%
1-5 years	49
6-10 years	26
11-15 years	14
16-20 years	8
21-25 years	2
26+ years	1
Total N =	1051

11. Overall, how satisfied are you with your present assignment? (eg. teaching Grade 5, teaching high school science, Vice-Principal of a school)

	%
Very satisfied	57
Somewhat satisfied	33
Somewhat dissatisfied	9
Very dissatisfied	1
Total N =	1079

12. Has your teaching assignment changed in the last three years?

No	49
Yes	51
Total N =	1072

Who initiated the change?

	Number of Times Cited
Yourself	275
The administration	211
Both administration and selves	11
Declining enrolment	15
School closure	7
Moved	1
Other	2

Do you view this change as:

	%
A promotion	23
Lateral transfer	75
A demotion	2
Total N =	493

13. What do you expect to be doing in three years?

	%
Teaching, same assignment	46
Teaching, different assignment, by choice	36
Teaching, different assignment, no choice	6
Out of teaching, by choice	11
Out of teaching, no choice	1
Total N =	1064

14. Please select the following statement that best describes the impact you have on your students.

	%
My teaching has a great deal of impact on my students	51
My teaching has some impact on my students	49
My teaching has little or no impact on my students	-
Total N =	1061

15. Quite apart from whether you are interested in promotion or not, do you think it is likely that you will have a change to be promoted within the next five years?

	%
Yes, I think it is possible	38
No, it is not possible	62
Total N =	1055

16. Knowing what you know today, would you choose teaching as a career if you were starting again?

	%
Yes	80
No	20
Total N =	1054

17. How important are each of the following to you?

	% Very Important	% Somewhat Important	% Not Important	Total N =
a) relative security of position/ income	69	28	2	1081
b) opportunity to work with young people	78	21	1	1080
c) flexibility in arranging activities within my schedule	65	31	4	1074
d) opportunity to engage in intellectual activities	64	34	2	1077

18. How many years of post-secondary education should a person have prior to teaching?

	%
1 year	1
2 years	6
3 years	11
4 years	64
5 years	16
6 years	2
Total N =	1011

19. To what extent do professional development opportunities, as currently provided, meet your needs as a teacher?

	%
To a large extent	21
To some extent	69
Not at all	10
Total N =	1075

20. Please place a "1" opposite the organization that you feel should have the most input into decisions concerning professional development. Place a "2" opposite the organization that you feel should have the second most input.

	Number of Times Cited	
	Most Input	Second Most Input
Department of Education	152	135
MTS central office	31	48
School division/Superintendent	100	220
MTS local association	80	139
School staff	347	315
Individual teacher	349	169

21. How involved should you/your colleagues be in deciding how the schools are run?

	%
More involved than now	54
About the same as now	45
Less involved than now	1
Total N =	1075

Mailing Group

First questionnaire sent	75%
Second questionnaire sent	25%
Total N =	1084